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nouns" and the "Group Genitive." In the first is a careful discussion of the confusion between nominative and dative-accusative which has been so common in English pronouns, as that by which *you* has displaced *ye* in the modern speech. In the second is treated the history of the genitive sign which is added to the last of a group of words, as in *the Queen of England's son, Jones and Thompson's store*, one of the most convenient syntactical devices of English. Each discussion is illustrated by many examples, which show the author's intimate acquaintance with English literature of all periods.

Not only is Jespersen's work of great value in itself and so to be heartily commended, but it is one more proof of the importance of historical English grammar, a subject which has been far too commonly neglected in this country and in England.

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Frances Mary Buss and Her Work for Education, by ANNIE E. RIDLEY. New York: Longmans, Green & Co.

THE life of Frances Mary Buss is the history of the rise and progress of the higher education of women in England. "I want girls educated to match their brothers," was her early dream. Her public work was at first a struggle with unfavorable conditions. In the typical fashionable school for girls a generation ago, "the minimum of result has been produced at the maximum of cost." Miss Buss was born August 16, 1827. She began and finished her immediate work within the parish of St. Pancras, but her influence extended in far-reaching educational plans for women from kindergartens to university, and in broad philanthropic schemes to all movements for the extension of woman's opportunities in charities, guilds, and training for teachers. Her work was defined by her environment to one for women, but her ideal was that of co-education (page 33).

She began at 14 to teach; at 16 was in sole charge of a large school; at 23 was mistress of a large private school containing nearly a hundred pupils, which increased to 200 by the time she was 25. Her education was gained in evenings and in the holidays. For her early life there was also the burden of money anxieties.

Her first experience was in a school in Clarence Road, as her mother's associate. When the Governesses' Benevolent Institution in 1848 received the Royal Charter of incorporation as Queen's College,

in which certificates of qualifications were granted to teachers, Miss Buss became one of the first pupils of the evening classes. In 1850, at 23, she had gained the Queen's College diploma, and became head of a new girls' school of advanced grade (page 54).

For ten years she exerted her personal influence to rouse an enthusiasm and to get funds for the founding of a "public school" for girls, one that should correspond in plan to Eton or Rugby for boys. Small contributions came slowly; many disappointments and discouragements were met, until a gift of £1000 in 1872, with other gifts, made it possible in 1879 to open the North Collegiate School for Ladies. The course here offered fitted for college work. In the establishment of Girton in 1869, and of Newnham College in 1870, Miss Buss took an active interest. This privilege permitted women students to attend lectures in Cambridge and to take the same examinations as men, though without receiving the degree. At one time two-thirds of the girls at Girton were from Miss Buss' own school.

The convocation of the University of London in 1874 discussed the advisability of permitting women to take degrees, but not until four years later was the examination allowed which permitted the conferring of a degree on the same terms for women as for men. Women were then declared eligible for all the degrees and honors of the university. Miss Buss shared in the triumph as in the work for this success. At the same time it was announced that the university would institute a diploma for teachers. Mr. Joseph Payne was appointed professor of the science and art of education, and some seventy students, chiefly women, attended these first lectures.

In 1885 Miss Buss was active in starting a class for training the Girton and Newnham students as teachers. A person undertaking a delicate task ought to learn as much as possible about the ways in which it is and can be done. Miss Buss said truly, "Among higher students with well-trained minds there is the absence of desire to get at a theory of their art founded on a knowledge of its fundamental sciences." The danger is in our own country, too, that "the teaching profession shall fall into the hands of the two classes of those who are highly educated and not trained, and of those who are trained but not highly educated" (page 283). Cambridge instituted a teachers' examination and also established courses of lectures on teaching. A training college for women, under the principalship of Miss Hughes, was established there in 1885.

Miss Buss was also president and one of the founders of the Head Mistresses' Association, a division of the School Mistresses' Association, founded in 1861, was on the council of the Teachers' Guild, founded in 1883, was also on the council of six colleges and schools, governor of six colleges and schools, associate of five associations and clubs, and interested in other philanthropic schemes.

Her ideal was for a great national system of education for England, but this shaped itself along the line of the traditional system. It was a triumph to have the Cambridge local examinations extended to girls in 1863, because "a definite standard was given, no undue publicity, and schools are able to measure their teachers by the opinions of unknown, and therefore impartial examiners" (page 202).

Her system of physical education for girls was most advanced. She called the system "an American idea of musical gymnastics" (page 203), by which every part of the body was called into play by bright, spirited music, which cultivated rhythm of movement. Head-aches diminished and hysteria disappeared under the strengthening influence on body and mind of this higher education.

The strong personality of Miss Buss, her insight in educational problems, her unselfish devotion, energy of will, and generous interest in others' advancement and in the employment of women, her deep religious character, were marked characteristics. They have left their impress on the higher education of women in England and the world. She died Christmas Eve, 1895, at the age of 68 years.

Her life, "written by a friend for friends," has been given a character shaped by the purpose. The author has carried forward the narrative largely by the use of quotations from the letters and comments of friends. The use and connection of this material, especially in the introduction, is not always apparent to the uninitiated, while undoubtedly clear to friends. Such terms as "educationalist" (page 32), and "selflessness" (page 61), with some obscurities (page 11), mar a style that gradually gains clearness in the course of the narrative. Among contradictory facts are Miss Buss' own statement that her teaching began at 14 (page 41), and according to the author at 18 (page 94). The course of the narrative is occasionally broken by the introduction of reminiscences, of side issues, and of involved digressions.

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